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EDUCATION IN CZECHOSLOVAKIA

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EDUCATION IN CZECHOSLOVAKIA.

INTRODUCTION.

The Czecho-Slovak Republic, proclaimed independent October 28, 1918, comprises an area of 54,000 square miles. It is inhabited by Czechs and Slovaks, two branches of the western Slavs, from whom the Republic derived its name. The total population in 1921 was 13,595,816. Germans constitute a large proportion of the inhabitants, numbering about 3,000,000 souls. The new State reunites the Provinces of Bohemia, Moravia, Silesia, and Slovakia, and the autonomous territory of Carpathian Russia. The first three Provinces constituted before the advent of the Hapsburgs one of the powerful States of Europe. In 1620 Bohemia, defeated at the battle of the White Mountain, lost her independence and came under the rule of foreign potentates. Its history for the next few centuries formed but a part of the history of Austria. While Bohemia was thus dominated by Austria, Slovakia, akin in language and nationality, was ruled by Hungary.

Both Governments pursued a policy of denationalization disastrous for the intellectual life of the country. But a liberty-loving people like the Bohemians or the Moravians, from whose midst came Huss and Comenius, two fearless champions of enlightenment, could not be held subdued. The national aspirations, long suppressed, began to reassert themselves at the first quarter of the nineteenth century. A struggle ensued for the introduction of broader political reforms, for the development of the economic resources of the country, and for an extension of public education along national lines. The revival of Bohemian literature was the first expression of this vigorous movement.

The broader use of the mother tongue was another development of the national consciousness of the people. In the field of education the struggle concentrated against the fashion to treat the Bohemian school like Austrian. This struggle, though determined, did not bring the desired result, as concessions granted were later changed or revoked. The policy of Austria in Bohemian matters was at best the policy of makeshifts and half-hearted palliatives. But while this treatment of Bohemians caused bitter resentment and disappointment, it had a stimulating effect in rallying the people in their fight for independence.

With the coming of the Czecho-Slovak Republic a new era was inaugurated. Barely four years have elapsed since its independence

was proclaimed, yet the process of economic and political reconstruction has advanced perceptibly. The aim of the present Government in matters of education, like those of State, is to coordinate the two diverse arrangements that hitherto separated Bohemia from Slovakia. The line of demarkation between the Czech-Slovaks and the Germans is still sharply drawn, but every effort is made to respect national differences and avoid friction. The constructive policy of the Government pursued in matters of education has borne many fruits, with the result that the Czech school is now strong enough to throw off the foreign element and to follow the fundamental principles laid down by the country's, nay, the world's great educator, Comenius.

GENERAL FEATURES.

Education is compulsory for all the children in the State. In the Czech-speaking Provinces, i. e., in Bohemia, Moravia, and Silesia, education is widespread and illiteracy low, numbering from 2.1 to 3 per cent. In Slovakia, formerly under the domination of the Magyar Government, it is much higher, reaching in the year 1910 about 27.8 per cent. In the former Provinces the compulsory age for children extends over 8 years, i. e., from the age of 6 to 14, with the exception of rural districts, where children may be excused from attendance after the age of 12; in Slovakia and Carpathian Russia the compulsory age is from 6 to 12, i. e., 6 years only. Continuation classes are established in some places for those between 12 and 15, but as attendance in these schools is not enforced their influence is negligible. In general, the school attendance in Slovakia and Subcarpathian Russia is unsatisfactory, especially in the mountainous regions, where school work encounters many difficulties.

These shortcomings are realized by the new authorities, and no effort is spared in opening new schools and thus raising the standard of education in this part of the country. The question of lengthening the period of attendance receives serious consideration, and it is quite likely that in the near future a uniform eight-year compulsory school period will be the minimum requirement throughout the Republic.

KINDERGARTEN AND NURSERY SCHOOLS.

Kindergarten and nursery schools are dotted all over the country. Both types of schools are voluntary institutions supported either by autonomous authorities or private associations. Efforts in behalf of the establishment of such schools are made by county districts or local communities, in which case the school is known as a public institution. There are also in the country many private kindergarten and nursery schools.

The kindergarten schools are modern and indigenous. Neither the Froebel nor the Montessori method has taken deep root in the school curriculum. The school work, plays, and games are based on local life and tradition.

At the beginning of the school year 1920-21 there were in Bohemia, Moravia, and Silesia 584 public and 429 private, or a total of 1,013 kindergarten and nursery schools. Of this number 532 (52.5 per cent) were Bohemian, 470 (46.4 per cent) German, and 11 (1.1 per cent) Polish. The number of children in these schools was 42,830, of whom 20,328 were boys and 22,502 girls.

In Slovakia there were 222 public and 12 private kindergarten and day nurseries, with 5,543 boys and 6,146 girls; in Subcarpathian Russia, 45 public and private schools, with 767 boys and 887 girls. The total number of kindergarten and nursery schools in the Republic was thus 1,292, with 56,173 children of preschool age in attendance.

ELEMENTARY EDUCATION.

Elementary education is imparted in the primary and higher primary schools. The primary school generally consists of five or six grades. In larger localities a higher type of elementary education is provided in the so-called higher primary schools, comprising the sixth, seventh, and eighth grades. As the name indicates, they offer supplementary instruction to pupils of school age who do not intend to pursue their education in secondary institutions. These schools are either attached to the primary schools or organized as separate institutions. The course of study in the higher primary schools lasts three years. In recent years there has been a strong movement among the Czech educators to extend it beyond this limit by adding another year.

Time-table of elementary schools.

Subject.	Year.				
	I	II	III	IV ^a	V
Religion.....	2	2	2	2	2
Mother tongue.....	12	10	9	9	9
Geography and history.....			1	2	3
Nature study and physics.....			1	1	3
Arithmetic and geometry.....	6/2	4	4	4	4
Drawing.....		2/2	2/2	2	2
Writing.....		2	2	2	2
Singing.....	2/2	2/2	2/2	2/2	2/2
Physical training.....	2/2	2/2	2	2	2
Needlework ^b			3	3	3
Total for boys.....	19	21	23	25	25
Total for girls.....	19	21	25	27	28

^a Girls only 3 periods: (6/2=6 periods of 30 minutes).

^b Girls only 1 period.

^c For girls only.

Noncompulsory subject: Other language (in Czechoslovak schools, German; in non-Czechoslovak schools, Czech language). Periods last 50 or 55 minutes. 2/2 designates 2 periods of 30 minutes each.

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Time-table of higher elementary schools.

Subject.	Year.			Subject.	Year.		
	I	II	III		I	II	III
Religion.....	2	2	2	Geometry.....	3	3	13
Mother tongue.....	5	5	5	Drawing.....	3	3	3
Geography and history.....	3	3	3	Penmanship.....	1	1	0
Nature study.....	2	2	2	Singing.....	1	1	1
Physics.....	2	2	2	Physical training.....	2	2	2
Arithmetic.....	4	4	4				

¹ Girls only once a week.

The new programs also include civics and manual work for boys and girls.

Under the Austrian régime, there were separate schools for boys and girls, but the new regulations permit the opening of schools on a coeducational basis, if greater efficiency and economy can thus be secured. This has naturally resulted in the establishment of a large number of elementary schools where both boys and girls are in attendance.

The schools are either public or private. Private schools receive State recognition if they come up to the standard prescribed by law.

A special type of school is the church school that exists especially in Slovakia and Subcarpathian Russia. These schools are regarded as public institutions, their expenditures being met partly by the State, partly by the religious bodies recognized by the State.

Teachers' salaries in elementary schools in Bohemia, Moravia, and Silesia are paid by the respective provinces; other expenses connected with compulsory education are met by the communities. In Slovakia and Subcarpathian Russia, owing to the complexity of the school problem, schools are supported either by the State, the communities, denominational bodies, or private individuals.

The language of instruction is, in general, Czech or Slovak. The rights of various nationalities comprising the new State are safeguarded by special regulations governing minority groups. Provision is made, as far as possible, to have each child attend school, in which instruction is given in his own mother tongue. If the number of children does not warrant the establishment of a special school, separate classes are formed for pupils using a common language. It thus happens that in Czechoslovakia the language of instruction is Czech, Slovak, German, Polish, Hungarian, or Ruthenian. Two or three languages may be sometimes used in a single school, especially in localities with a mixed population.

At the beginning of the year 1920-21 there were in Bohemia, Moravia, and Silesia 9,445 public and 182 private primary schools.

Slovakia had 3,288 public and 31 private, and Subcarpathian Russia had 473 schools, all public. There were thus in Czechoslovakia 13,208 public and 218 private schools, or a total of 13,421 primary schools. The enrollment in the first three provinces was 749,009 boys and 759,034 girls. Slovakia had 185,838 boys and 183,463 girls in her schools; and Subcarpathian Russia, 28,094 boys and 26,749 girls. The total number of children in all the primary schools of Czechoslovakia was thus 1,932,187; of this number 962,941 were boys and 969,246 girls.

As to higher primary schools there were in Bohemia, Moravia, and Silesia 1,247 public and 54 private institutions. The attendance in 1920-21 was 121,146 boys and 110,722 girls. Slovakia had 98 public and 4 private schools with 8,466 boys and 12,383 girls, and Subcarpathian Russia, 8 public and 2 private institutions, with 622 boys and 980 girls.

RECENT CHANGES IN EDUCATION.

In the past few years, i. e., since the declaration of independence, numerous far-reaching reforms have been effected in the school system of Czechoslovakia. The Government had to contend with many difficulties, some the heritage of the former régime, others arising out of the new political order. One of the tasks confronting the present authorities was the adjustment of schools in accordance with the demands of the different nationalities constituting the new Republic. The relation of the German population to the Czechs, though officially determined by the treaties of Versailles and St. Germain, left numerous conflicting points to be settled. According to the statistics of the school population the proportion of Czech schools had to be increased at the expense of the German institutions. This was a truly formidable task, as the Austrians, only a short while ago the privileged class in Bohemian lands, were loath to surrender the special rights which they, as masters, hitherto enjoyed. The same was true with regard to the Hungarians in Slovakia. The bone of contention was naturally the language question. This was finally regulated by the law governing the minority groups, which provides that each child, as far as possible, must receive instruction in its own mother tongue.

Another problem with which the Government had to deal was the consolidation of the different territorial parts of the Republic into one homogeneous unit. In school matters it meant the welding of the systems of Bohemia, Moravia, and Silesia with that of Slovakia, akin in language and nationality. With the abolition of the artificial barriers that hitherto separated the different parts it was of prime importance to bring the various organizations into a

closer relationship and thus lay the foundation of a more uniform system of education throughout the Republic.

In Bohemia, Moravia, and Silesia, where in the course of the last century the people succeeded in establishing a more or less complete system, with all its ramifications from the kindergarten to the university, the cultural level of the people was naturally higher than in Slovakia and Subcarpathian Russia, where education was thwarted rather than stimulated and the people subjected to the domination of the Magyars. It was of the greatest importance not only to infuse the present generation with a new spirit, but to lay a strong foundation for the generations to come. Only by developing the indigenous school system throughout the country and by imbuing the people with a new spirit of democracy could this be accomplished. In the matter of education Slovakia presented the greatest problem. Under the Magyar rule the Slovaks were completely deprived of any education in their own tongue, so that the great majority of the people could neither read nor write in their own language. Moreover, the schools in Slovakia were backward and hopelessly inadequate. A new system of education had to be created out of the chaos, for which were mainly responsible the numerous small denominational schools that hitherto served the people in this part of the country. The war had also a most detrimental effect on the schools in Slovakia, which in many instances served as places of occupation by the Magyar or Czecho-Slovak armies.

The Government in its progressive effort to improve conditions is taking over numerous schools, besides building thousands of new ones in places that formerly had none. In 1914 there was not a single national institution of secondary grade in Slovakia. In 1921 there were 38 gymnasias and real schools in this part of the Republic, of which 19 were purely Slovak institutions and the rest Magyar or Magyar-Slovak.

Equally serious was the wholly inadequate supply of suitable textbooks, readers, and other literature indispensable in progressive teaching. Teachers properly trained who could instruct the children in their own mother tongue were practically nonexistent in Slovakia and had to be invited either from Bohemia or Moravia.

All these shortcomings and defects are rapidly being remedied by the establishment of teacher-training schools and higher educational institutions and by furthering the publication of books for school use in the native language. Great activity is also being displayed in the elimination of illiteracy and the institution of commercial, agricultural, and other types of schools indispensable for the proper development of the country.

The authorities have already done much to repair the damages centuries old, but with all the achievements much yet remains to be

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accomplished. The Government is fully prepared to cope with the situation by encouraging every effort or by initiating policies that tend to improve conditions. The ministry of education is anxious to create greater opportunities for school children, particularly in rural districts; to raise the compulsory school law to eight years throughout the Republic; to abolish exemptions permitting child labor; to vitalize the school by the appointment of properly trained teachers; and to introduce physical education, manual training, civics, etc. Significant reforms have also been considered and partly introduced in the inner organization of secondary, agricultural, and other types of schools, an account of which will be given under appropriate headings in the chapters to follow.

THE BUDGET OF THE MINISTRY OF EDUCATION FOR THE YEAR 1922.

The budget of the ministry of education for the year 1922 amounts to 1,086,685,728 kronen, as against 578,273,634 kronen for the year 1921, an increase of 508,412,094 kronen, or 88 per cent, over the previous year (not counting Subcarpathian Russia). A glance at the table below shows that the largest increase is caused by the item dealing with the national education. The expenditure last year showed 168,578,176 kronen, as against 588,069,441 proposed for the current year:

Income and expenditures for education.

Purpose.	Expenditure (kronen), ordinary and extraordinary.		Income (kronen), ordinary and extraordinary.	
	1922	1921	1922	1921
Central office (ministry).	11,206,772	8,731,153	85,000	8,000
School inspection.	11,292,084	7,914,582		
Higher education and scientific needs.	153,049,685	131,371,673	3,632,743	2,849,423
Secondary education.	145,107,536	122,422,234	2,514,298	2,472,970
Commercial education.	31,167,103	15,749,312	239,337	239,337
Industrial education.	53,923,279	45,381,783	1,315,407	312,069
National education.	888,969,441	168,578,176	911,173	911,173
Educational and cultural relation with foreign countries.	3,505,500	1,912,000		100,000
Social care of students.	8,604,774		536,850	
Protection of monuments, archives, museums, etc.	3,417,174	3,905,136		
Art.	14,918,112	10,562,769	221,142	175,906
Popular education (lecture, libraries, motion pictures).	4,384,687	3,559,868	50,000	
Endowment and contributions.	8,000	6,000	6,976	6,976
Churches and church activities.	54,947,551	50,573,860	2,631,153	2,638,669
Total.	1,086,685,728	578,273,634	12,148,233	8,734,750
Subcarpathian Russia.	42,385,500	23,807,119	326,000	203,000
Grand total.	1,129,071,228	604,080,753	12,474,683	8,937,750

ADMINISTRATION.

The administrative side of the schools was regulated by the law of April 9, 1920, which brought considerable changes in the system taken over from the former régime.

Schools are governed by councils, beginning with the smallest units, towns, and villages. The administration is in the hands of the local school councils; these are in turn subordinated to district school councils for each district or župa, and the district councils are in turn subject to the highest authority, the ministry of education, which is a single central authority controlling the whole country.

Teachers and citizens are represented in the councils, the number of citizens being twice as large as the number of teachers.

The local school council administers the local school funds; takes care of the school buildings and grounds; performs all the work connected with the management of school affairs; and executes all the orders and regulations issued by the district school council or in certain cases by the ministry of education.

The district school councils decide on all questions relating to public or private education within the district, with the exception of those matters that come directly under the ministry of education or other higher authorities. As the German population constitutes a strong element, with characteristic differences and distinctions, they are treated with considerable consideration. The ministry of education maintains two different departments—one for the Czech, the other for the German schools.

MINORITY SCHOOLS.

The minority school, i. e., a school established for children of a small ethnic group living in an area inhabited largely by another nationality, is not a recent creation. It dates back to and is the direct heritage of the former régime. Under the Austrian rule, in places where Czech was the native language of the majority of the population, it was comparatively easy to establish national schools for Czech children. Quite a different state of affairs, however, prevailed in those parts of the country where the Czechs were, in fact, or were supposed to be, in the minority. The German municipal authorities, as a rule, steadfastly refused to provide for the education of Czech children in their native tongue, thus compelling them to attend German schools, where they were not only wholly unable to profit by the instruction but were openly exposed to denationalizing influences. The work of private patriotic associations, notably the Matice Skolska, had to step in where the Government and municipal associations failed to do their duty. Thus several hundred elementary schools were opened and supported by private initiative in places where there was danger of Germanization.

On the other hand, it was the policy of the Austrian Government to open German schools wherever there was the slightest pretext for so doing. No matter how small the attendance, these schools continued to be kept up at the expense of the taxpayers.

It has been one of the first duties of the Czech-Slovak Government to redress this unjustifiable state of things. In consequence, a number of German schools were closed and an equally considerable number of Czech schools opened or reopened according to local needs. The policy of the Government with respect to minority schools is at present regulated by the law of April 3, 1919, and supplemented by the law of April 9, 1920.

In accordance with the new regulations a number of minority schools had to be created. In places which already possessed schools for one of the two nationalities, but where a certain number of the other nationality live, a school had to be established for them in their own language. This law applies equally to schools of the German as well as the Czech minority groups. Unfortunately, the national division does not always cover the territorial one, and although it is the intention of the Government to give wide autonomy and freedom for the development of each race the demand of the minority groups can not always be heeded. This results in unavoidable misunderstandings and frictions. The minority schools are exempt from local control, being directly administered by the Ministry of Education.

TEACHER TRAINING.

Normal schools are training institutions for the elementary-school teachers. Admission to the normal school is accorded to candidates possessing a certificate of graduation from a higher elementary school or to those who have passed through a four-year course in a secondary school. The course of study in these institutions covers four years and comprises general subjects and some professional training.

Number of periods¹ per week given to each subject in the normal school.

Subjects.	Standards.			
	I	II	III	IV
Religious instruction.....	1			
Pedagogy and practice (including observation).....		3	5	10
Language of instruction.....	5	5	4	4
Geography.....	2	2	2	2
History and civics.....	2	2	2	2
Mathematics and geometrical drawing (men).....	4	3	3	2
Arithmetic and geometry (women).....				
Nature study.....	2-3	2-3	2	1
Physics.....	3-2	3-2	2	2
Agriculture (for men only).....				
Penmanship.....	1			
Drawing.....	3	3	2	2
Singing.....	2	2	2	2
Music (violin play for men only).....	2	2	2	1
Needlework (for women only).....	2	2	2	2
Physical training.....	2	2	2	2
Total for men.....	29	29	29	29
Total for women.....	29	29	28	29
NONCOMPULSORY LESSONS.				
Second language of the country.....				
Piano (or organ play).....	3	3	3	3
Manual instruction (for men only).....	3	3	3	3

¹ Periods last 50 or 55 minutes.

Attached to the State normal schools are special institutions for the training of teachers in domestic subjects. The entrance requirements are practically the same, i. e., girls must be at least 17 years of age and be graduates from a higher elementary school or its equivalent. The course of study is two years and includes pedagogy, mother tongue, mathematics, civics and education, hygiene, social care, textiles, physical training, singing, drawing, needlework, cooking, and home economics.

The present requirements for the certificate of a teacher are regarded by the leading educators in Czechoslovakia as totally inadequate. The ministry of education, aware of the importance of teacher training, called a meeting in February, 1921, for the discussion of the matter. Noted educators, representing schools and teachers' organizations, were invited to present their views and offer suggestions for improvement. From the comments made it became obvious that the abolition of the existing normal schools is highly desirable. It was further made clear that the present four-year course of study must be considerably extended. Another point brought out, was the desirability of divorcing the general education of the candidates from their professional training. The first, it was pointed out, should be obtained in secondary institutions of a general character, the second at some higher institution, attached to the university or at the university itself. The theory on which these proposals was based is the theory that a general education should precede professional training.

The reorganization of the teachers' normal schools planned by the Government is, however, closely connected with the proposed reorganization of secondary instruction and the establishment of teacher-training centers of a higher grade. It must necessarily be a matter of slow progress. In the meanwhile, as a temporary measure, the standard of the existing normal schools was raised by the introduction of new subjects and by changing the courses of study to conform to the requirements of more modern institutions.

In accordance with the recommendations for better training of teachers is the recent establishment of the Institute for Experimental Pedagogy in Prague. The J. A. Comenius Pedagogic Institute of that city and a Czech teachers' organization are responsible for this new training center. The courses are open to men and women teachers and are of university grade. They include lectures on philosophy, pedagogy, experimental pedagogy, pedology, and anatomy; the latter as a basis of physical education. A similar institution was also recently established at Brunn. If the new courses are successful, there is to be developed a pedagogic higher institution of learning, which is to realize Comenius's ideal of a *collegium didacticum*.

TEACHERS' ORGANIZATIONS.

Teachers' organizations have played an important part in the life of the country. At first, during the Austrian régime, their activities were directed toward the protection of national interests against a hostile government. Soon, however, their sphere of influence widened to include work of a social, economic, or cultural character. Teachers' organizations have taken an active part in the preparation and publication of school manuals and textbooks. They have issued for the guidance of teachers a representative list of works dealing with the question of education by native and foreign writers. They have exercised a healthy influence in school and legislative committees by demanding that more attention be paid to school matters. They have thus contributed in no small degree to the uplift of the country and its liberation from the foreign rule. One of the strongest unions in the Republic is the Central Association of Secondary Teachers, organized in 1883. Approximately 98 per cent of all secondary teachers are members of this organization. This body is chiefly responsible for the development of the Czech secondary schools and for the financial welfare of its teachers. It issues a monthly organ for the discussion of current educational topics, arranges conferences for teachers and pupils, and takes charge of concerts, theatricals, and exhibitions. A cooperative organization, started by the association, enables its members to obtain certain goods at greatly reduced prices. It conducts its own publishing plant, and it has actually launched a cooperative society for the construction of homes for teachers, the housing situation being as acute in Czechoslovakia as it is in our own country.

Another strong teachers' organization is the Central Association of Elementary Teachers' Unions in Bohemia. This association represents 124 different organizations with a membership of 9,000 teachers in elementary and higher elementary schools. It engages in activities pertaining to organizations, law, school, culture, and press. It maintains its own periodical and conducts a banking institution where deposits are accepted and loans extended to its members.

Other teachers' organizations are: The Central Union of Higher Elementary Teachers with about 1,300 members, the Central Union of Women Teachers in Bohemia with 1,630, and the Central Association of Women Teachers of Manual Training with 1,500 members.

In Moravia and Silesia all teachers' organizations are consolidated into one central union of men and women teachers. This organization represents six different unions—the elementary teachers, the higher elementary teachers, the women teachers in Moravia, the territorial society of women teachers of manual training in Moravia, the central union of associations of women teachers in Silesia, and

the union for the development of kindergarten schools. The central union is engaged in several important constructive activities. Teachers' organizations likewise exist in Slovakia and sub-Carpathian Russia. All the organizations mentioned above are represented in the general council of men and women teachers' organizations, with a membership of three from each organization. The council acts as a general clearing house, especially for the promotion of educational activities through legislative action.

School authorities give the views of the teachers careful and sympathetic consideration and often avail themselves of the experience of these organizations by inviting their representatives for the discussion of important matters that come up in the present scheme of school reorganization.

SECONDARY EDUCATION.

The problem of secondary education bequeathed to the new Czechoslovak State required a great deal of adjustment. Like the primary schools, the secondary institutions were modeled either after the Austrian or the Hungarian types. Little attention was paid to the needs of the country or the differences arising from historical, social, economic, or other national distinctions.

The system of secondary education of Czechoslovakia is typical of the school systems of central Europe. It comprises the gymnasium, the real school, and a combination of the two types—the real gymnasias. The gymnasias, or the classical schools, are the oldest secondary institutions emphasizing the study of Latin and Greek. Their graduates pass directly to the university.

More recent in their development are the real schools, which prepare their students for the higher technical schools. A link between these two types are the real gymnasias (type A), the reform real gymnasias (type B), and the higher real gymnasias (type Dečin).

The real gymnasias combine the classical course of study of the gymnasias with the more modern course prescribed for the real schools and thus prepare their students for entrance into the university or the higher technical schools.

The entrance requirement for all secondary schools is based on the fifth year of the elementary school. Candidates for secondary schools must be at least 10 years of age and pass a special examination in arithmetic and the mother tongue. Graduation is based on an examination of maturity, which is given at the close of the course. The gymnasias, whether classical or real, have a course of study covering eight years, the real schools generally seven, except in Slovakia, where the course lasts also eight years.

The subjects taught in the gymnasium include religion, mother tongue, Latin, Greek, history, geography, mathematics, physics, ele-

mentary philosophy, penmanship, and drawing. Since 1919-20 chemistry, natural science, and geology were added. The study of the second language of the country is practically obligatory. Latin is offered throughout the eight years; Greek from the third class upward; drawing is taught in the first four years; and preparatory philosophy in the last two years.

The real schools with a seven-year course of study have their program divided into a lower one with four and an upper one with three classes. The following subjects are taught in these institutions: Religion, mother tongue, two foreign modern languages, history, geography, mathematics, descriptive geometry, physics, natural science, chemistry, drawing, penmanship, and gymnastics. Since 1919 the study of elementary philosophy was added.

The real gymnasium (type A) has a course of study similar to that of the gymnasium, except that in the third year French is substituted in place of Greek, and in higher classes descriptive geometry is added to the program.

The real gymnasium (type B), also called the reform real gymnasium, follows in the first four years the course of study prescribed for the real schools. In the upper classes, fifth through eighth, Latin is intensively studied, with French as a foundation. In other matters the course is similar to that of type A. Finally, in the real gymnasium (type Decin) all the three types are represented. The intention here is to unite the gymnasium with the real school and the real gymnasium. In the first two years all students receive common instruction, while in the higher classes there follows a division into the various courses representative of the three types of schools.

Number of hours per week given to each subject in a model program of a real gymnasium.¹

Subjects.	Standards.								Total hours per week.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
Religion.....	2	2	2	1	1				
Language of instruction.....	5	4	3	3	3	4	3	4	29
Latin.....	6	6	6	6	6	5	4	6	45
French (or English) language.....									
History.....		2	2	2	3	3	3	3	22
Geography.....	2	2	2	2	2	2	2	2	10
Mathematics.....	4	3	3	3	3	3	3	3	14
Nature study.....	2	2			2	2	2	2	8
Chemistry.....				2	2	2	2	2	12
Physics.....			2	2			4	4	6
Descriptive geometry.....									12
Introduction to philosophy.....					2	2	2	1	5
Drawing.....	3	3	2	2			2	2	6
Penmanship.....	1								10
Physical training.....	2	2	2	2	2	2	2	2	1
Second modern language.....	3	4	3	3	3	3	2	2	16
Total.....	20	30	31	32	32	32	32	32	231

¹ Issued by the Ministry of Education July 29, 1919.

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Number of hours per week given to each subject in a model program of a real school.¹

Subjects.	Standards.							Total hours per week.
	I.	II.	III.	IV.	V.	VI.	VII.	
Religion	2	2	2	1				8
Language of instruction	6	4	4	3		3	4	28
French language		4	4	4	4	3	3	22
History	2	2	2	3	3	2	3	17
Geography	2	2	2	2	2	2		12
Mathematics	4	3	3	4	4	4	5	27
Nature study	2	2			2	3	3	12
Chemistry					3	3		9
Physics				2		4	4	13
Descriptive geometry and geometrical drawing		2	2	3	3	3	3(2)	16(15)
Introduction to philosophy							2	2
Drawing	4	4	4	3	3	2	3	23
Penmanship	1							1
Physical training	2	2	2	2	2	2	2	14
Second modern language (English, French, or German)	4	4	3	3	3	3	2(3)	22(23)
Total	29	31	31	33	34	34	34	226

¹ Issued by the Ministry of Education July 29, 1919.

Hours of instruction per week in all the classes of the various secondary schools.¹

Subjects.	Gymna-	Real	Real	Lycée.
	sium.	gymna-	school.	
Religion	8	8	8	7
Language of instruction	29	29	28	29
Latin	45	45		
Greek	28			
French (or English)		23	22	16
History	20	20	17	14
Geography	11	11	10	11
Mathematics	24	24	27	19
Natural science	12	12	12	8
Chemistry	6	6	9	7
Physics	12	12	13	8
Descriptive geometry and geometrical drawing		5	16	
Introduction to philosophy	4	4	2	2
Drawing	10	10	23	15
Penmanship	1	1	1	1
Physical training	16	16	14	12
Second foreign language	24	24	22	20
Total	250	250	224	169

¹ The hours of instruction may sometimes vary. Compare with programs given above.

In all the secondary schools a modern language is taught which is generally the second language of the country, i. e., German in Bohemian schools and Bohemian in German schools.

Secondary schools are generally coeducational, though there are separate schools for girls and boys. The schools for girls are of more recent date and consequently more modern in character. They are of three types: The real gymnasia, the reform real gymnasia, and the lycées.

The lycée, comprising only six classes, was for a long time a distinctive type of school for girls. On account of its low standard it

graduates could not enter a higher institution of learning, and so in recent years in some of the schools additional classes were created which parallel the course of study of the real gymnasia and the reform real gymnasia for boys. As can be seen, the education of girls was rather neglected, but it is the aim of the present ministry of education to standardize the courses of study in girls' institutions and to make them conform with those now obtaining in boys' institutions.

All secondary school courses end in an examination of maturity, written and oral. Students showing great proficiency in certain subjects may be excused from taking the examinations.

The secondary school has always been regarded as independent of elementary and a stepping stone to higher institutions. This opinion still prevails, and upon reforms of the secondary school will ultimately depend the reforms of the whole system of education. The present authorities are contemplating changes on a large scale. The proposed reorganization will undoubtedly affect all the schools from bottom to top. The problem is a serious one and will require years of adjustment.

The questions much discussed by the educators in Czechoslovakia are, the questions that are now uppermost in the minds of the educators in Europe and to some degree also in this country. What should be the relation of the secondary school to the elementary education? Should the secondary school be entirely distinct from the primary school or should the distinction be abolished? Should its eight-year program remain or should it be shortened and another institution created to serve as a link between the secondary and higher institution? Should its function be reserved for the children of the élite, intellectual, or financial, as is the case at present, or should the secondary school open its doors to all those who are desirous of profiting by it? The latter view finds many advocates among the educators of the country, especially among the more democratic and socially inclined elements. What place should be reserved for the study of the classics, the modern languages, etc.? These are some of the questions that are agitating the public mind and waiting for solution.

Whatever the final outcome of these discussions, it is apparent that in Czechoslovakia the immediate reforms will be in the following direction:

1. The study of the mother tongue, domestic history, and civics will be strengthened.
2. More time will be devoted to science and practical exercises in laboratory and work shops.
3. Manual work and domestic science will be introduced into the secondary school curriculum.

4. More time will be given to physical training.
5. Gymnasia and real schools will have the same number of classes.
6. More schools will have a common foundation without Latin, so as to enable grammar-school pupils to enter secondary institutions without obstacles.
7. Bifurcation will not begin until the higher classes, so that pupils will select the course of study at a more mature age.

A number of reforms newly conceived have already been put into practice. Thus, as a result of the demand for more practical studies, the number of classical gymnasia has been reduced, in favor of secondary institutions of a more modern type. Greater opportunities have also been created for girls wishing to continue their education by either admitting them to boys' secondary schools or by raising the level of the existing girls' lycées.

The articulation between secondary schools and higher institutions has been somewhat changed and greater opportunities created for those wishing to pursue higher studies. Many obstacles that formerly prevented graduates from secondary schools from entering higher institutions were lately done away with. Greek and Latin are, with few exceptions, no longer required from those seeking admission to a university; on the other hand, students with a classical foundation are now enabled to enter higher technical institutions by submitting to a special examination in mathematics.

As regards the inner reorganization, two secondary schools, a real school and a real gymnasium, were set aside for experimental purposes. The program in both institutions is based on an eight-year course. The lower classes (1-4) have a general course of study with one modern language. The bifurcation into a general and "real" course begins after the completion of the fourth year. Latin is not taught in the lower division. Much stress is laid on the study of certain subjects, such as history and geography, which are treated from a national point of view. In the study of natural sciences discussions of local conditions receive considerable attention.

Statistics for the school year, 1921-22.

PUBLIC AND PRIVATE SECONDARY SCHOOLS FOR BOYS AND GIRLS.

Racial groups.	Classical gym- nasia.	Real gym- nasia.	Higher real gym- nasia. (Decis.)	Ref. real gym- nasia.	Real schools.
Czecho-Slovak.....	29	72	24	50
German.....	26	25	3	6	27
Magyar.....	4	5	2	2
Polish.....	1
Ruthenian.....
Total.....	80	103	3	32	79

EDUCATION IN CZECHOSLOVAKIA.

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Statistics for the school year, 1921-22.

PUBLIC AND PRIVATE SECONDARY SCHOOLS FOR GIRLS ONLY.

Racial groups.	Real gymnasia.	Ref. real gymnasia.	Real schools.	Lycees with classes of higher real gymnasia.	Lycees.
Czecho-Slovak.....	6	10	1	3	2
German.....		7		2	4
Total.....	6	17	1	5	6

TEACHER TRAINING SCHOOLS.

Racial groups.	Normal schools.	Schools for training home economics teachers.	Other training institutions.
Czecho-Slovak.....			
German.....	47	5	5
Magyar.....	16	3	3
Ruthenian.....	1		
Total.....	65	8	8

The total number of secondary schools in Czechoslovakia, including teacher-training schools in 1921-22, was 392, as compared with 359 in the previous year. Ninety-nine, or about one-fourth, are private institutions. The number of pupils in these schools is divided as follows:

Number of pupils in secondary schools, including teacher-training schools.

Schools.	Czecho-Slovak.	German.	Magyar.	Polish.	Ruthenian.	Total.
Gymnasia.....	8,744	5,219	1,785			15,718
Real gymnasia.....	21,221	5,054	1,520	541		28,336
High, real gymnasias.....		861				861
Reform real gymnasias.....	4,986	1,460	573			7,019
Real schools.....	23,43	7,734	193			31,362
Girls' schools.....	6,771	2,211				8,982
Normal schools.....	6,251	1,873	105		105	8,335
Special normal schools.....	250	70				300
Total.....	71,636	24,452	4,149	541	105	100,913

The total number of pupils in 1921-22 in all secondary institutions, including teacher training schools, was 100,913, as compared with 95,096 in 1920-21, an increase of 5,817 pupils. The girls constitute one-fourth of the total enrollment, or 25,014 pupils, an insignificant figure, if we consider that in our secondary schools the number of girls exceeds the number of boys. This condition is, however, rapidly changing, especially since the Czech authorities have in the last few years created greater opportunities for the advancement of the education of women.

The number of teachers in the secondary institutions is 5,728. According to nationality, the Czecho-Slovak teachers constitute the majority, numbering 3,707, or 64.7 per cent. The Germans come next with 1,835 teachers, or 32 per cent. Magyars, Poles, and Ruthenians constitute the remainder of the teaching staff, or 3.3 per cent.

To the above numbers must be added the secondary schools in sub-Carpathian Russia. These comprise 4 gymnasia with 1,548 pupils, of whom 223 are women, and 3 training schools with 229 pupils, of whom 142 are women. The number of teachers in these institutions is 100.

AGRICULTURAL EDUCATION.

Agricultural education is well organized in Czechoslovakia, particularly in Bohemia and Moravia, where systematic instruction in agriculture was inaugurated in the second half of the nineteenth century. Though a number of agricultural schools were opened before that, their development was on the whole rather sporadic and depended upon the initiative of private individuals. The first popular school, opened in 1850, was the farmers' school, that provided special education for small landowners and agricultural officials. Its success was instantaneous and led to the extension of agricultural education from a private to a public enterprise.

The greatest development in agricultural instruction was reached in Moravia, where the proportion of schools was higher than in any other Province of the Republic. Though less than half the size of Bohemia, it had 66 agricultural schools, as compared with 73 in the latter territory. Another distinction lay in the more uniform regulation governing the administration of agricultural schools due to the fact that practically all agricultural institutions in Moravia were under direct control of the provincial authorities, whereas in Bohemia, for instance, this was not the case. In Slovakia, agricultural education is of very recent date, having been inaugurated within the last few years by the present authorities.

Agricultural schools in Czechoslovakia are either public or endowed by local committees, towns, communities, savings banks, agricultural associations, etc., and maintained by the State or the Province in which they are situated. As to the grades, they can be classified into elementary, secondary, and higher. The latter are under the jurisdiction of the ministry of education, while the elementary and secondary are under the ministry of agriculture.

The elementary schools are of two kinds—the so-called practical farmers' schools and the winter schools. In the farmers' schools the course of study covers two years with instruction lasting 10 months in the year, while in the agricultural winter schools instruction is

generally offered for two years during the 5 winter months. General compulsory education is a prerequisite for admission. In Bohemia and Moravia itinerant teaching is practiced. Experts in agriculture travel throughout the country giving lectures in small rural communities. Of a similar type are the numerous special schools, such as forestry, pomological, viticultural, and dairy schools, also schools for training in the culture of flax, hops, bees, and a newly opened school for fish culture. Pupils admitted to these schools come either from primary or from higher primary schools and are generally farmers' sons who intend later on to take up farming of their own.

Women are instructed in the so-called housekeeping schools, which are open either 10 or 5 months a year. At present the movement for home-economics education is awakening much interest and the Government is planning to increase the number of such schools throughout Czechoslovakia. The new schools will be based on a one or two years' program.

Secondary agricultural schools admit pupils who are at least 14 years of age and who have finished a higher elementary school or its equivalent, or an elementary agricultural school with a two-year course of study. Until recent times the course in the secondary agricultural schools lasted three years, but as the graduates could not be admitted directly to the university, there is a tendency to add another year. This will make instruction more comprehensive and raise the course of study in these schools to four years.

The Czech agricultural school at Brunn, established in 1919, is a higher agricultural institution. It has two divisions, that of agronomy and forestry, each with a four-year course of study. Another higher institution is the Czech Polytechnic School in Prague with an agricultural section. Its course of study covers four years. A higher agricultural institution with the German language of instruction is the agricultural academy at Libverd, with a three-year course of study.

At the end of 1918 there were in Bohemia, Moravia, and Silesia 145 agricultural schools of various grades and character, exclusive of the itinerary schools and the short summer courses. In 1920 the number of schools in the Republic reached 165, an increase of 21 institutions. Of this number, Bohemia had 79; Moravia, 71; Silesia, 5; and Slovakia, 11, the latter all State institutions. As to the nature of instruction, 3 were higher schools of agriculture, 3 academies, 21 secondary, and 139 elementary schools.

The ministry of agriculture is striving to promote agricultural instruction wherever a real need exists. At present its aim is to extend the network of elementary, more especially the winter and home economics schools. Moreover, it has launched a program for the

greater unification of agricultural instruction by regulating the requirements of admission to the various institutions, by reorganizing a number of schools to conform to the Government's standard, by establishing or assisting in the establishment of agricultural schools in the various parts of the country, and by stimulating the publication of suitable textbooks and other literature for the use of agricultural schools. Close attention is also given by the minister to the training of special teachers upon whose skill so much will depend. In its broader aspect agricultural education is closely connected with the impending agrarian reform. In the proposed parcellation of the large estates it is expected that the agricultural schools could be endowed with land that would enable them to improve the present cramped conditions of school buildings.

At the same time provision could be made for the establishment of more model farms which are regarded as essential to the success of a well-organized agricultural course.

In this respect Czechoslovakia will follow the lead of Poland, where under the provisions of a recent act the ministry of agriculture, in charge of agricultural education, may with the approval of the central estate office appropriate some of the acquired land and buildings and use these for the advancement of agricultural training centers.

HOME ECONOMICS SCHOOLS.

The status of the education of women in Czechoslovakia has undergone complete changes in the past few years, i. e., since the establishment of the new Republic. While it must be admitted that under the Austrian régime many excellent schools existed for the training of boys, comparatively few higher institutions were maintained for the training of girls. Their general education, as already indicated, was greatly neglected, and so was their special preparation. A few of the agricultural schools taught home economics for rural women. There were also special household schools with a 5 or 12 months' course in rural home economics. But as the existing schools were not considered sufficient for the needs of the people, the present authorities have launched a project for the extension of such training by providing a number of home-economics schools in the various parts of the country.

Their object is the training of girls to become skilled housekeepers and professional workers and to occupy more or less important positions in the various branches of household administration. The course of study covers one, two, or three years. The requirement for admission to the three types of school is graduation from a public school. Those entering the school with a one-year course of study must be at least 16 years of age; the other two types admit girls with a minimum age of 14.

The one-year course is especially intended for the training in housewifery. The two-year course offers the same instruction but on a more comprehensive scale. The three-year course of study is more elaborate, including in addition to the vocational a number of academic subjects. This course is especially designed to prepare women for supervisory positions in public kitchens, hospitals, orphanages, and similar public or private institutions.

Course of study in a one-year school.

Subjects.	Hours per week.		Subjects.	Hours per week.	
	First term.	Second term.		First term.	Second term.
A. COMPULSORY.					
Bohemian language.....	3	3	Practise housekeeping.....	2	4
Child training.....	2	2	Child care.....	2	2
Health.....	2	2	Physical training.....	1	1
Civics.....			Singing.....	1	1
Household accounts.....	2	2	Total.....	30	30
Foods.....	2	2	B. ELECTIVE.		
Textile and clothing.....	12	12	Foreign language.....	2	2
Dressmaking and millinery.....	12	12			
Cooking.....	10	10			
Housekeeping.....	2	2			

The instruction offered in a two-year home economics school is similar to that of a one year, except that it is more extended. Among the electives offered are one foreign tongue, music, typewriting, and stenography.

The course of study of a three-year home economics school.

Subjects.	Hours per week.		
	First year.	Second year.	Third year.
A. COMPULSORY.			
Bohemian language.....	3	3	2
Foreign language.....	3	3	2
Geography.....	2	2	2
History.....	2	2	2
Household accounts.....	2	2	2
Bookkeeping and correspondence.....	2	2	1
Civics.....			
Economics.....			
General science.....	2	2	2
Hygiene.....			
Child training.....			
Textile and clothing.....	16	16	3
Dressmaking.....			
Foods and food preparation.....			
House administration and practice.....			13
Manual activities.....			4
Practical work in kindergarten schools.....			2
Drawing.....	2	2	3
Institutional administration.....			
Physical training.....	1	1	2
Staging.....	1	1	2
Total.....	34	36	36
B. ELECTIVE.			
Second foreign language.....	3	3	2
Applied design.....	3	3	2
Geography.....	3	3	2

¹ No more than 6 hours per week can be taken.

In connection with the home economics classes an endeavor is being made to regulate the courses of study aiming to train women for the trade and business world. The special training comprises lessons in cooking, sewing, dressmaking, embroidery, and millinery. The courses range in length from five months to one year.

INDUSTRIAL EDUCATION.

Trade and industrial schools, established in larger cities and towns for the purpose of encouraging home industries, are widely distributed in Czechoslovakia. They are privately owned or maintained or subsidized by the State, territories, or municipalities. The aim of these schools is to supply practical training and to prepare young boys and girls for the local trades and industries. They touch all the important industries of the country and thus primarily conform to the local demands. So much importance attaches to their work that often schools are maintained when their enrollment is very small and would hardly justify their upkeep.

The course of instruction in the industrial schools generally covers two, three, or four years, as the conditions in the particular industry demand. Special continuation courses are opened for the apprentices in the various branches of industry. Admission to these schools is limited to those 14 years old who have finished 8 years of the elementary school, but in outlying districts pupils under this age are allowed to enter.

The great variety of schools indicates the range of industries prevalent in the country. There are schools for machinists, metal trades, electricians, stonemasons, cabinetmakers, schools for weaving, basketry, glassmaking, pottery, and a number of others. Girls receive instruction in dressmaking, millinery, embroidery, and cooking.

Students in the various industrial schools:

Schools.	Number of pupils.	
	1919-20	1920-21
Industrial Art School in Prague.....	295	325
State industrial schools.....	11,463	12,302
Special State vocational schools.....	6,317	6,619
State schools for basketry, lacemaking, and embroidery.....	2,091	2,303
Territorial trade schools.....	1,281	2,049
Vocational schools for women.....	13,942	15,873
Municipal and private vocational schools.....	1,265	1,729
Continuation schools for apprentices.....	90,153	119,310
Total.....	127,730	161,306

COMMERCIAL EDUCATION.

Commercial education is provided by commercial academies which offer advanced commercial training and commercial schools which

prepare for office and ordinary business affairs. Commercial schools pertain to the ministry of education and, consequently, like other types of schools, are under State control. They are remarkably uniform in regard to administration, programs of instruction, and internal regulations.

The commercial academies are secondary institutions with a four-year course of study. A certificate attesting the completion of the higher primary school or the four lower classes in a secondary school is the minimum requirement for admission.

Course of study in commercial academies.

Subjects.	First year.	Second year.	Third year.	Fourth year.
A. COMPULSORY.				
Commerce.....	3	3	3	3
Bookkeeping.....	3	3	3	3
Commercial correspondence.....	3	3	3	3
Practice work.....	3	3	3	3
Commercial arithmetic.....	3	3	3	3
Merchandise.....	3	3	3	3
Commercial law.....	3	3	3	3
Economics.....			2	2
Algebra.....	3	2	2	2
Mother tongue.....	3	3	3	3
Second language of the country.....	3	3	3	3
History.....	3	3	4	4
Geography.....	2	2	2	2
Anatomy and physiology.....	2	2	2	2
Citizenship.....	1			
Stenography.....	2	2		1
Penmanship.....	2	2		
Foreign language.....	3	3	3	3
Total.....	30	30	30	30
B. ELECTIVE.				
Laboratory work.....			2	2
Typewriting.....			2	2
German-stenography (for Czech or Magyar schools) or Czech stenography (for German schools).....			2	2
Foreign-language conversation.....			2	2
Esperanto.....			2	2
Gymnastics.....				

* First term.

* Second term.

Much attention is paid to the study of languages. In addition to Czech, instruction is offered in practically all the modern languages of Europe—English, French, Italian, German, Russian, Serbian, Croatian, and in some academies Bulgarian, Magyar, modern Greek, Polish, and Spanish. In the Slovak academies of commerce, Rumanian will also be shortly introduced. Commercial correspondence is a part of the modern language instruction. Not all the languages are offered in one academy. The selection depends upon local needs and the proximity of the State using the language. In place of Esperanto, Ido may be substituted. Thirty hours per week of compulsory subjects is the average requirement for all pupils. Not infrequently students are conducted to places of interest, local and foreign.

Special courses of one year duration are at present attached to some of the academies, especially for graduates from a secondary in-

stitution. The program is limited to commercial subjects and correspondence in foreign languages.

Commercial schools for boys and girls with a two-year course of study are based on higher primary schools. In Slovakia the course covers three years. Commercial subjects, such as commercial arithmetic, bookkeeping, commerce, and business correspondence form the main studies. These are supplemented by lessons in the mother tongue, Czech, German, or Magyar. In some schools French, German, and Polish may be taught if there is a sufficient demand. Merchandise and commercial geography, citizenship, penmanship, stenography, typewriting, and hygiene are obligatory subjects. Courses in advertising, shop-window display, and other subjects are sometimes added.

The commercial schools with a one-year program are only of local interest. In general there are few such institutions in the country.

Continuation schools with a commercial bias are obligatory for those who choose business as their career. The subjects of instruction are Czech language and correspondence, commercial arithmetic, the theory of commerce, exchange, and geography. The course lasts two or three years. The instruction is offered about 8 hours a week for a period of 7 to 10 months a year. The school is held during the day, the young employees being excused from work to attend classes.

The whole system of commercial education is capped by a higher school of commerce established in Prague in 1919. Its course of study lasts three years.

There were at the beginning of the year 1921-22, according to the latest statistics, 32 commercial academies, with 7,936 pupils; 18 courses for secondary-school graduates, with 939 students; 75 two-year commercial schools, with 10,645 pupils; 27 one-year schools and courses, with 1,436 pupils; and 115 commercial continuation schools, with 8,519 pupils.

There were thus in the Republic 267 public commercial institutions, with 29,474 pupils. Of this number, 19,294 were boys and 10,180 girls. The statistical data mentioned above pertain to State and State-aided institutions.

HIGHER EDUCATION.

Before 1918 there were in the territories of the Czechoslovak Republic 11 higher educational institutions. The Czech and the German universities in Prague, the partially developed Magyar university at Bratislava, the Magyar law academy at Kosice, the Catholic theological faculty at Olomouc, the Czech and German technical schools at Prague and Byro (Brunn), the higher school of mines at Pribram, and the Academy of Arts and Sciences at Prague.

After the revolution the following institutions were added: The Masaryk university at Brno, the Czechoslovak Hus theological evangelical faculty at Prague, the Czechoslovak Catholic theological faculty at Bratislava, the veterinary school at Brno, the Czech higher agricultural school at Brno, and the higher school of commerce in Prague. The Magyar university at Bratislava was abolished, and in its place was created the Czechoslovak Comenius University. The German school of mines at Pribam was turned into a Czech institution.

There are thus at present 4 universities, 4 separate faculties, 1 academy of law, 4 higher technical schools, 1 higher veterinary school, 1 higher school of mines, 1 higher agriculture school, 1 higher school of commerce, and 1 academy of arts and sciences.

The expenditure on all these institutions amounted in 1921 to 132,803,572 kronen.

One of the older educational institutions in Europe is the University of Prague, chartered by Charles IV. in 1348. Originally Czech, it became under the Austrian domination German in language and spirit. Constant friction between the Czechs and the Germans led in 1882 to the organization of Czech faculties parallel in rank with the older institution. After the revolution of independence the ancient university was pronounced a national institution and is known at present as the Charles IV University of Prague. The German division forms a detached university. The Charles University, like the German institution, has the faculties of theology, law, medicine, philosophy, and natural science. It is the largest university in the republic. In the year 1920-21 its teaching force comprised 256 persons, divided as follows: Theology, 10; law, 30; medicine, 73; philosophy, 88; and natural science, 55. The number of students in the summer semester of the same year was 6,803 men and 1,275 women, a total of 8,078. Of this number, 27 persons studied theology; 3,636, law; 2,520, medicine; 1,237, philosophy; and 658, natural science. The number of persons studying in the winter semester was 8,951, of whom 7,374 were men and 1,577 women. Except for the faculty of theology women were represented in all the faculties.

The T. G. Masaryk University at Brno, organized in 1919 after the pattern of the Czech University at Prague, opened with two faculties, law and medicine. To these were added two more faculties in 1920, those of natural science and philosophy.

The Komensky University at Bratislava was established at the end of the year 1919 with only one faculty of medicine, to which was added about a year later the faculty of law.

In all the higher institutions there were registered on December 31, 1920, 28,155 students, 25,855 (91.1 per cent) men and 2,300 (8.9

per cent) women. The universities registered 13,642 students, with 2,053 women; the technical institutions, 12,349 students, with 380 women; the separate theological faculties, 116 students; the separate law faculties, 461 students; and the remaining institutions, 1,587 students. In all the Czech and Slovak universities there were 9,974 students; in the German universities, 3,668 students. In the Czech technical schools there were 7,893 students; in the German, 4,456 students.

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